



Church Hill Infant School



Summary information

School	Church Hill Infant School				
Academic Year	2020-21	Total Catch-Up Premium	£ 17,760	Number of pupils	204

Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of Funds

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#).

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

EEF Recommendations

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

Identified impact of lockdown

Maths	<p>Current Year 2 – Sep 20 baselines show only 56% of pupils on track to achieve the EOY expected standards</p> <ul style="list-style-type: none"> • Parents found this area the easiest to support at home. • Application of skills and reduced opportunities to problem solve and reason. •
Writing	<p>Current Year 2 – Sep 20 baselines show only 36% of pupils on track to achieve the EOY expected standards</p> <ul style="list-style-type: none"> • This has been the hardest area to assess and progression over the lockdown was not as strong as in other areas. Some children have lost essential practising of writing skills. GAPs specific knowledge has suffered, leading to lack of fluency in writing. • Those who have maintained writing throughout lockdown are less affected, but writing stamina is lower and not as independent.. In Key Stage 1, children have forgotten basic punctuation with some Year 1 pupils not being able to remember how to form letters. • In EYFS, quality phase 1 teaching/ hearing sounds discretely was not covered by pre-schools and phonic skills need to be caught up. Very poor gross motor skills show that a good proportion of EYFS pupils have not had experiences of mark making
Reading	<p>Current Year 2 – Sep 20 baselines show only 44% of pupils on track to achieve the EOY expected standards</p> <p>Initial Sep 20 phonic assessment (year 2) show that the majority of pupils are on track and that support at home was strong for most pupils.</p> <p>Current Year 1, majority of children have not embedded the phase 3 sounds</p> <ul style="list-style-type: none"> • Most children readily accessed reading during lockdown. This is something that was more accessible for families and required less teacher input. Enjoyment for reading, reading fluency and comprehension has dropped and will to be a focus for the school. • The reading ability of lower attaining pupils who did not access the remote teaching as often as others has suffered.
Non-core	<ul style="list-style-type: none"> • PHSE/ wellbeing - Children's mental health and wellbeing has been affected. Pupil relationships, behaviour and attitude to school have been affected. • A wide curriculum was still offered with the medium term plans and curriculum maps still being followed. • Knowledge and content were delivered well but skills were not as developed as they should be. • Gaps in learning for subjects such as computing to be addressed. • Children also missed out on enrichment opportunities such as visits. • Children have not had full access to PE during lockdown periods.

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

i. Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
To ensure that the pupils return to school and have their individual and collective mental health and well-being needs met.	<ul style="list-style-type: none"> Bespoke curriculum re mapped with prioritised PHSE links Identification and links to post lockdown themes, ensure these are addressed through the recovery curriculum. Resources to Recovery/PHSE curriculum – whole school events led by subject leads £1000 Class led ELSA, Wellbeing sessions 10% LSA time £5000 (LSA time) 			
<p>To ensure the progress and attainment in reading, writing and maths through tailored provisions which identifies lost learning gaps.</p> <p>More pupils on track to meet the expected standards by the end of the year</p>	<ul style="list-style-type: none"> Quality First Teaching supported by evidence- informed CPD for teachers and support staff. A broad and engaging curriculum that focuses on vocabulary acquisition. Whole-class reading approach underpinned by clearly defined formative assessment practices Effective formative assessment as a central point of T&L Regular Subject Planning and Development Meetings Whole school focus on oracy Development of a Maths Mastery approach Careful cohort action planning identifies gaps. All staff – Teachers, Learning Support Assistants deliver high quality provision for children alongside high quality first teaching. (LSA time) CPD to improve Quality First Teaching £500 			
Development of IT to enable children to access quality home learning and reduce learning lag through quality homework and work set during bubble closure.	<ul style="list-style-type: none"> Premium subscription to Seesaw (Online platform) -Use online platform to support specific aspects of teaching for e.g. feedback, modelling, consolidation of key core skills (£946) Big cat Collins Reading platform- age appropriate/ phonic levelled books for all pupils to access at home (£399) IT resources for school/staff with remote teaching (webcams etc.) (£500) 			

Total budgeted cost **£8345**

ii. Targeted approaches

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
Close learning lag for identified pupils through QFT and “in class” small group intervention (led by class teachers/LSA)	<ul style="list-style-type: none"> Identify specific gaps related to the learning lag in core subjects and ensure these are addressed through QFT. Cohort action plans are designed to support QFT interventions which ensure learning is embedded and secure. Cohort analysis is used to identify specific in class intervention programmes led by both Teachers and Teaching Assistant Frequent low-stakes testing to ensure all students experience success, celebrate the acquisition of knowledge and skills with clearly mapped out next steps Effective feedback <p>(already costed 10% LSA time)</p>			
Small group work to support Year 1 catch up in core subjects (Term 1)	Supply teacher (£815)			
To support the wellbeing and mental health of identified pupils and families through bespoke virtual ELA and Wellbeing meetings and online sessions. (January lockdown)	Weekly Small group/ 1:1 12 days X teacher £255 per day £3060 12 days X LSA £195 per day £2340			
Total budgeted cost				£6215

iii. Wider Strategies - See whole school strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
Supporting parents and carers	Children will have greater opportunities to access learning at home. Children have access to appropriate stationery and paper-based remote education if required so that all can access learning irrespective of ability of child/parent to navigate the online learning £100 stationary			
Regular parent conferences and information sharing	Home learning platforms used for parent communication and messaging. Termly parents discussions Website up to date with information Already costed / IT/ online platform			
Support identified parents with devices to ensure access to daily learning/ QFT and feedback	Ipad loans x 15 £4620			
Total budgeted cost				£ 4720
		Cost paid through Covid Catch-Up		£17760
		Cost paid through charitable donations		£0
		Cost paid through school budget		£1520